

# Pathways for Integrating the Craftsmanship Spirit into the Entire Process of Talent Cultivation in Vocational Undergraduate Education

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**Abstract:** Based on the positioning of vocational undergraduate education and aligned with the core industry demands for technical talent, this paper explores the pathways for integrating Craftsmanship Spirit into the entire process of talent cultivation in vocational undergraduate education from six core dimensions: cultivation objectives, curriculum system, teaching implementation, practice education, faculty team construction, and evaluation mechanisms, aiming to achieve the deep integration of Craftsmanship Spirit and talent cultivation, catalyze the quality-oriented development of vocational undergraduate education and deliver high-quality technical talent with Craftsmanship Spirit for industrial upgrading.

**Keywords:** Craftsmanship Spirit; Vocational Undergraduate Education; Talent Cultivation; Entire Process

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## 1. Introduction

Under the background of high-quality development, the transformation and upgrading of industries are accelerating, and new quality productive forces are developing rapidly. This has put forward higher requirements for the comprehensive qualities of technical talent, requiring them not only to have solid professional skills, but also to uphold the Craftsmanship Spirit of excellence and unwavering focus. As the apex of the vocational education system, vocational undergraduate education bears the important mission of cultivating high-level technical talent, bridging vocational education with general education, and serving industrial development. Integrating the Craftsmanship Spirit into the entire process of its talent cultivation is both an inevitable requirement for implementing the fundamental task of fostering virtue through education, and a pivotal measure for vocational undergraduate education to demonstrate its typological distinctiveness and enhance the quality of talent cultivation. Currently, some vocational undergraduate institutions persist in misinterpretations of craftsmanship cultivation, often reducing it to simplistic vocational quality slogans without systemic, whole-process integration design, resulting in persistently deficient cultivation outcomes.

## 2. The Value of Integrating Craftsmanship Spirit into the Entire Process of Talent Cultivation in Vocational Undergraduate Education

Integrating the Craftsmanship Spirit into the entire process of talent cultivation in vocational undergraduate education not only accurately responds to the typological positioning of vocational undergraduate education, but also actively adapts to industry demands for talent. From the perspective of education, it addresses the problem of emphasizing skills over holistic competence, and emphasizing theory over practice, enriching talent cultivation substance, highlighting the typological distinctiveness of vocational undergraduate education, and promoting the transformation of vocational undergraduate education from scale expansion to quality-oriented development. From the perspective of talent, it enhances students' domain-specific expertise, career competitiveness and sustainable employability, enabling them to establish correct professional ethics and values, cultivate a work ethic characterized by meticulous precision and relentless pursuit of excellence, and achieve dynamic synchronization between individual professional trajectories and industrial development. From an industrial perspective, it helps to deliver high-level technical talent with the Craftsmanship Spirit for industrial upgrading, solve the problems of insufficient literacy and weak innovation capabilities of technical talent in industrial development, and improve the quality and

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core competitive edge of industrial products, catalyzing high-quality development [1].

### **3. Practical Challenges in Integrating Craftsmanship Spirit into the Entire Process of Talent Cultivation in Vocational Undergraduate Education**

#### ***3.1 Systemic Misconceptions in the Integration and Ambiguous Positioning***

Some vocational undergraduate institutions have not fully understood the substance of the Craftsmanship Spirit. And, they merely equate it with vocational quality or professional ethics, lacking a profound understanding of the intrinsic intercorrelation between the Craftsmanship Spirit and talent cultivation in vocational undergraduate education. In the process of talent cultivation, they often regard the cultivation of the Craftsmanship Spirit as an additional task rather than a core objective that runs through the entire process, lacking systematic top-level design and overall planning. Some teachers believe that the cultivation of the Craftsmanship Spirit is the duty of ideological and political teachers and has nothing to do with professional teaching, which has led to a disconnection between the cultivation of the Craftsmanship Spirit and professional education, struggling to achieve comprehensive, and whole-process integration. Concurrently, some students have systemic misconceptions in the Craftsmanship Spirit, perceiving it as “sticking to conventions and working hard”, lacking value identification for excellence pursuit and relentless refinement, and the awareness of proactively practice the Craftsmanship Spirit.

#### ***3.2 Monolithic Integration Pathways, and Lack of Systematic Design***

Currently, the integration of the Craftsmanship Spirit into the talent cultivation invocational undergraduate education is relatively fragmented and superficial, lacking systematic and whole-process design. Most vocational undergraduate institutions cultivate the Craftsmanship Spirit merely by offering a few ideological and political courses, giving special lectures, or organizing on-campus cultural activities, failing to integrate it throughout the entire process and all aspects of talent cultivation. In the curriculum system, the content related to the Craftsmanship Spirit remains fragmented, lacking the deep integration with specialized courses, failing to achieve the synergy of “curriculum-based education”. In the teaching implementation, traditional theoretical instruction still dominates, lacking immersive and experiential teaching, struggling to make students truly internalize the Craftsmanship Spirit. In the process of practice education, the practical components mainly focus on skill training, while neglecting the cultivation of the Craftsmanship Spirit, failing to realize the simultaneous advancement of skill training and spiritual cultivation.

#### ***3.3 Suboptimized Collaborative Education Mechanism, and Insufficient Integration Synergy***

The cultivation of the Craftsmanship Spirit requires the joint efforts of educational institutions, enterprises and society. However, at present, the collaborative education mechanism is still not perfect for vocational undergraduate institutions and enterprises and society, and the integration synergy is insufficient. At the educational institution level, there is a lack of a cross-departmental collaborative mechanism. Institutional communication gaps among ideological education units, academic affairs divisions, and secondary faculties impede cohesive Craftsmanship Spirit cultivation, resulting in fragmented implementation pathways, failing to form a systematic synergy. At the enterprise level, enterprises have relatively low enthusiasm for talent cultivation. Most of them merely serve as practice bases to provide skill training venues, failing to integrate their Craftsmanship Spirit culture, post standardization, and quality standards into the entire process of talent cultivation, struggling to achieve effective alignment between on-campus cultivation and enterprise practice. At the social level, there is a lack of favorable environment conducive to the dissemination of the Craftsmanship Spirit. Deficient amplification of craftsmanship narratives impedes the formation of a socio-cultural ethos that reveres technical mastery, celebrates artisan values, and pursues excellence. As a result, it is difficult to provide strong support for integrating the Craftsmanship Spirit into talent cultivation [2].

### **3.4 Institutional Lag in Faculty Team Construction, and Deficient Pedagogical Scaffolding Capacity**

Faculty teams are the core cornerstone for integrating the Craftsmanship Spirit into the entire process of talent cultivation in vocational undergraduate education. However, currently, vocational undergraduate institutions have many deficiencies in their faculty team construction, failing to meet the requirements for cultivating the Craftsmanship Spirit. Some teachers lack practical experience in enterprises, and have a shallow understanding of the substance of the Craftsmanship Spirit in the industry, as well as the post standardization and quality standards, struggling to effectively integrate the Craftsmanship Spirit into their teaching practice. Some other teachers adopt relatively traditional teaching methods and lack innovative consciousness. As a result, they are unable to effectively guide students to understand and practice the Craftsmanship Spirit through diversified teaching approaches. Concurrently, vocational undergraduate institutions lack special teacher training programs for cultivating the Craftsmanship Spirit. This makes it difficult to effectively enhance teachers' craftsmanship literacy and teaching competence, resulting in difficulty in ensuring the cultivation quality of the Craftsmanship Spirit.

## **4. Implementation Pathways for Integrating the Craftsmanship Spirit into the Entire Process of Talent Cultivation in Vocational Undergraduate Education**

### **4.1 Anchoring the Cultivation Objectives to Intensify the Top-Level Design of the Craftsmanship Spirit**

The cultivation objectives serve as the core guiding principles for talent cultivation. To integrate the Craftsmanship Spirit into the entire process of talent cultivation in vocational undergraduate education, it is necessary to first set cultivation objectives of integrated moral and technical excellence to intensify the top-level design of the Craftsmanship Spirit. Vocational undergraduate institutions should conduct in-depth research on the industry demands for technical talent, ground themselves in the typological positioning of vocational undergraduate education to integrate the core substance of the Craftsmanship Spirit into the talent cultivation programs, clearly define the objectives, content, pathways and safeguard measures for cultivating the Craftsmanship Spirit, and achieve the synchronous planning, deployment and implementation of the Craftsmanship Spirit development and talent cultivation. They should establish the concept of "all-staff, whole-process, and all-around education", dismantle departmental silos, establish a working mechanism where the ideological and political department, the educational administrative department, secondary colleges and departments, and enterprises work together to promote the cause, and clearly define the responsibilities of each department and each position, forming an education force. Simultaneously, they should strengthen guidance for students, and help students correctly understand the substance and value of the Craftsmanship Spirit, and foster aspirational conviction in achieving excellence through skills and serving national rejuvenation with technical mastery, while strengthening proactive consciousness of Craftsmanship Spirit internalization.

### **4.2 Restructuring the Curriculum System to Achieve the Deep Integration of the Craftsmanship Spirit and Courses**

Curriculum systems are the core vessels for integrating the Craftsmanship Spirit into the entire process of talent cultivation. It is necessary to restructure the curriculum system to achieve the deep integration of the Craftsmanship Spirit with specialized courses, ideological and political courses, and practice courses. In the ideological and political courses, it is imperative to optimize the course content by integrating the Craftsmanship Spirit with the education of professional ethics, professional spirit, and devotion to family and country, systematically explaining the substance, historical inheritance, and epochal value of the Craftsmanship Spirit, guiding students to foster correct professional ethics and values. In specialized courses, it is necessary to explore the elements of the Craftsmanship Spirit contained in various specialized courses, integrate industry norms, quality standards, and process requirements into the teaching content of the courses, and incorporate the concepts of relentless refinement and scrupulous precision throughout the entire process of specialized knowledge explanations and skill training, enabling students to learn specialized knowledge and master professional skills while being subtly influenced by the Craftsmanship Spirit<sup>[3]</sup>. In

the practice courses, it is imperative to add additional practice content related to the Craftsmanship Spirit, and design targeted practice projects, enabling students to understand the substance of the Craftsmanship Spirit, precision-driven work discipline with relentless refinement practice, and achieve the simultaneous improvement of skill training and spiritual cultivation. Concurrently, they should establish a modular and systematic curriculum system to prevent the fragmentation of content related to the Craftsmanship Spirit, and a curriculum-based education system with ideological-political courses as the guide, domain-specific courses as the infusion carrier, and practice courses as the consolidation engine.

#### ***4.3 Innovating Teaching Implementation to Strengthen Immersive Cultivation of the Craftsmanship Spirit***

Teaching implementation is a crucial step in integrating the Craftsmanship Spirit into the entire process of talent cultivation. It is imperative to innovate teaching methods and means, intensify the immersive cultivation of the Craftsmanship Spirit, and avoid the dullness in traditional theory teaching, enabling students to truly internalize the Craftsmanship Spirit. Vocational undergraduate institutions should implement project-based learning, using authentic enterprise projects and authentic job tasks as the carriers to guide students to engage in the entire process of project design, implementation, and acceptance, and strictly follow industry norms and quality standards during the completion of the project tasks, cultivating their precision-driven work style with relentless refinement practice, employ case-based teaching, selecting typical cases that embody the Craftsmanship Spirit in the industry, enabling students to experience the embodied resilience and excellence pursuit of master craftspeople, while comprehending the manifestation and value of Craftsmanship Spirit in authentic work contexts through case analysis, discussions and exchanges <sup>[4]</sup>, and leverage digital teaching methods to create immersive teaching scenarios, integrating the stories of struggle and the deeds of master craftspeople throughout the industry's development process to enhance pedagogical magnetism and affective resonance to optimize learning engagement, enabling students to deepen their understanding of the Craftsmanship Spirit through immersive experience. Concurrently, they should encourage teachers to integrate industry-honed experiential wisdom and vocational epiphanies into teaching practice, and guide students to practice the Craftsmanship Spirit through behavioral demonstration, thereby actualizing synchronized knowledge-behavior transmission.

#### ***4.4 Fortifying Practice Education to Catalyze the Institutionalization of Craftsmanship Spirit***

Practice is an important way to cultivate the Craftsmanship Spirit. It is imperative to deepen the reform of practice education and propel the practice-anchored institutionalization of the Craftsmanship Spirit so as to achieve the effective alignment between on-campus cultivation and enterprise practice. Vocational undergraduate institutions should strengthen the construction of on-campus practice bases, create simulated and specialized practice scenarios, integrate the production processes, post standardization and quality standards of enterprises into on-campus practice teaching, enabling students to cultivate precision-driven work discipline with relentless refinement practice in simulated post practice, deepen school-enterprise cooperation, promote school-enterprise collaborative education, guide enterprises to deeply engage in the entire process of talent cultivation, invite enterprise craftspeople and technical experts to serve as off-campus mentors, engage in the teaching, practical guidance and evaluation and assessment of courses, integrate the Craftsmanship Spirit culture and job requirements of enterprises into practice teaching, enabling students to experience the practice substance of the Craftsmanship Spirit in enterprise practice and learn the exquisite skills and vocational quality of craftspeople, conduct various skills competition and innovation and entrepreneurship competition, leverage competition as catalysts for knowledge acquisition acceleration and skill mastery intensification, guide students to pursue excellence and relentless refinement in competition, and improve professional skills and craftsmanship literacy. Concurrently, they should encourage students to engage in volunteer services, social welfare activities and other practical initiatives, and integrate the Craftsmanship Spirit into social practice to cultivate students' sense of responsibility and professional dedication.

#### ***4.5 Strengthening the Construction of Faculty Teams to Intensify Safeguards for the Cultivation of the Craftsmanship Spirit***

Faculty teams are the core cornerstone for integrating the Craftsmanship Spirit into the entire process of talent cultivation. Therefore, efforts should be made to strengthen the construction of faculty teams and enhance their craftsmanship literacy and teaching competence. Vocational education institutions should optimize the faculty recruitment and development ecosystems to engage technical experts and craftspeople with rich enterprise experience and the Craftsmanship Spirit to serve as full-time teachers, and optimize the faculty structure, strengthen the special training for existing teachers, carry out training on the Craftsmanship Spirit, industry norms, professional skills, etc., organize teachers to conduct practical training in enterprises, understand the industry dynamics and the culture on enterprises' Craftsmanship Spirit, and enhance the craftsmanship literacy and practice teaching competence of teachers, establish teacher incentive mechanisms to encourage teachers to practice the Craftsmanship Spirit and actively engage in teaching reform, research projects and curriculum construction related to the cultivation of the Craftsmanship Spirit, and commend and reward teachers who perform outstandingly to stimulate their enthusiasm and initiative for engaging in the cause. Concurrently, efforts should be made to promote exchanges and cooperation among teachers, and organize teaching discussions, experience sharing activities, etc., to enhance teachers' teaching competence and their ability to cultivate the Craftsmanship Spirit, providing strong support for integrating the Craftsmanship Spirit into the entire process of talent cultivation [5].

#### ***4.6 Optimizing Evaluation Mechanisms to Fortify Value-driven Cultivation Pathways for Craftsmanship Spirit Institutionalization***

Evaluation mechanisms are important safeguards for integrating the Craftsmanship Spirit into the entire process of talent cultivation. Therefore, efforts should be made to optimize the evaluation mechanisms, strengthen the guiding role of the Craftsmanship Spirit cultivation, and implement multidimensional and whole-process evaluation methods. Vocational undergraduate institutions should establish an evaluation system involving diversified evaluation entities, such as educational institutions, enterprises, teachers and students to transcend the constraints of monolithic teacher evaluation, attach importance to the evaluation opinions of enterprise mentors and industry experts to comprehensively evaluate students' Craftsmanship Spirit and professional skills, optimize the evaluation content, and incorporate the craftsmanship literacy into the comprehensive quality evaluation system for students, prioritizing evaluation of students' unwavering focus, relentless refinement, precision integrity, and excellence pursuit while accounting for evaluation of professional skills, vocational quality, and innovation capabilities, to achieve the organic combination of skill evaluation and holistic competence evaluation.

### **5. Conclusion**

Integrating the Craftsmanship Spirit into the entire process of talent cultivation in vocational undergraduate education is both a crucial measure for vocational undergraduate education to fulfill the fundamental task of fostering virtue through education, demonstrate its typological distinctiveness, and enhance the quality of talent cultivation, and an inevitable requirement for adapting to the industrial transformation and upgrading and serving the high-quality development. Currently, there are still some practical challenges in integrating the Craftsmanship Spirit into the talent cultivation in vocational undergraduate education, such as misinterpretations, monolithic pathways, insufficient synergy, and institutional lag in faculty construction. To address these challenges, it is necessary for educational institutions to ground themselves in their own positioning and align with industry demands to construct a systematic and whole-process integration pathway from six core dimensions: cultivation objectives, curriculum system, teaching implementation, practice education, faculty team construction, and evaluation mechanism, achieving the deep integration of the Craftsmanship Spirit and talent cultivation in vocational undergraduate education by intensifying top-level design, restructuring the curriculum system, innovating teaching implementation, fortifying practice education, strengthening faculty team construction, and optimizing the evaluation mechanisms.

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